

## THE IMPLEMENTATION OF SNAKE & LADDER BOARD GAME TO IMPROVE STUDENTS' SPEAKING ABILITY

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### ABSTRACT

*Speaking is a part of language skills which is really essential. Among other skills, speaking is mostly used to communicate with people. The aim of this research was to observe and know the improvement of students' speaking ability at the second semester students of English Language Education Department, University of Muhammadiyah Malang. There were 24 students under observation. This research employed Classroom second semester students of English Language Education Department, University of Muhammadiyah Malang Action Research (CAR). The researcher implemented two cycles in this research. The first cycle (cycle 1) covered two meetings while cycle two covered three meetings. The test for the students' speaking performance at cycle 1 showed that the average score of the speaking performance test was 69.92. The standard deviation yielded 4. Meanwhile, the lowest and the highest score were 62 and 78 respectively. At the cycle 2 test, the result showed the average score of the speaking test was 76.50. standard deviation yielded 2. Furthermore, the highest and the lowest score were 80 and 73 respectively. From the cycle 2 result, it proved that the implementation of snake & ladder board game could improve the speaking ability of the students at English Language Education Department, University of Muhammadiyah Malang.*

**Keywords:** Board Game, CAR, Speaking Ability

### INTRODUCTION

Speaking is a part of language skills that is essential. Among other skills, speaking is mostly used to communicate with people. People need to speak English fluently if they want to interact with others well. Speaking is regarded as the most important skill among others. A person who know a language referred to as a “speaker” of the language (Ur: 2009). The importance of speaking cannot be diminished. The teacher should teach and train the students how to speak fluently. Speak fluently and understandable is the core of a communication. Since the paramount of the communication is to understand what it is intended to say.

Speaking is a subject that the students like the most. However, they find that it is difficult to be fluent in speaking. Based on the preliminary research, the main difficulty that students faced in speaking English is their pause time.



Because of that problem, some of the students are lack of willingness to speak in the classroom because they do not have confident. They are afraid that their friends will laugh or make joke of their inability.

We need to find the way to solve the problem. The teacher should find the appropriate way of teaching to improve the students' speaking ability. She needs to encourage the students to speak English for their language improvement. Using games can be one of the alternatives way to teach. Hadfield, (2007) stated that "games are an activity with rules, goals, and create fun". Since students like playing, teaching games will create interesting and cheerful atmosphere in the classroom activity. The game that will be implemented is Snake and Ladder board game.

According to Lee (2012), games promote a positive attitude toward language learning because they encourage active participation among players and consequently boost confidence and self-esteem. There is a previous research conducted by Paris and Yussof (2012) revealed that the using of board game had beneficial effects in teaching grammar. Also, the result of research conducted by Utaminingsih (2013) showed that by using game, students' speaking ability increased. Some aspects in speaking assessment were also increased. Yang and Dixon (2015) also conducted similar research and it revealed that various games help students in their study of vocabulary, speaking, and texts.

Among many types of board game, the researcher chooses Snake and Ladder Board game to solve the problem. As indicated by Sidiq (2016) the usage of Snake and Ladder Board improved the students speaking performance. He claimed that the usage of the Snake and Ladder board game improved the students' speaking performance significantly. The students welcomed on the usage of Snake and Ladder Board as well. Bayuningsih (2016) stated the similar finding. The result of the study indicated that Snake and Ladder board game successfully improved the students speaking performance. Finally, she emphasized that every teacher should be creative and innovative to teach their students.



Permatasari (2014) identified that using Snake and Ladder board has several advantages. First, the game encourages the students to speak confidently. Then, the game helps the students to speak fluently. It is seen from the study's finding. The study was conducted on two groups, experimental and control group. The experimental shows the indication aforementioned.

Snake and Ladder board game is proven to improve the students' vocabulary as well. Kusrini (2012) discovered that teaching the students using Snake and Ladder board game is more effective to teach vocabulary than using translation method. The experimental group outscores significantly the control group. Moreover, she found that teaching the students using Snake and Ladder Board makes the students more active, are busy, and challenged in the teaching and learning process. Finally, Snake and Ladder Board makes the students develop their social and human relation with other students.

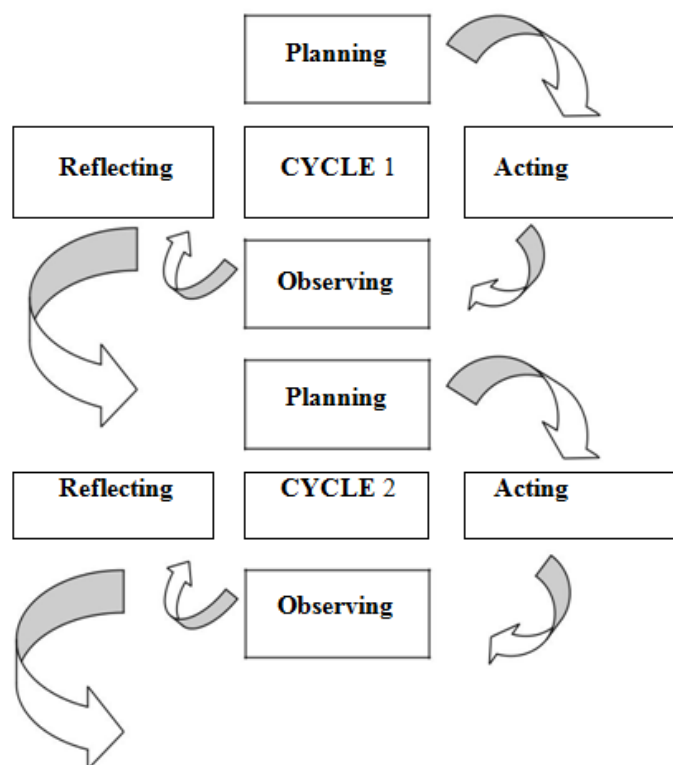
Based on the explanation aforementioned, the researcher is intended to conduct a study about "The Implementation of Snakes and Ladder Board Game to Improve Students' Speaking Ability". The students have the problem in speaking. The students need a long time to pause or to think about what they are about to say. Furthermore, the researcher concludes that Snake and Ladder Board game is dependable to improve the students speaking performance based on previous study.

## **METHOD**

The researcher employed Classroom Action Research for this study. The research procedure of cycle 1 and cycle 2 consisted of planning, acting, observing and reflecting. The population of this research were second semester students of English Language Education Department, University of Muhammadiyah Malang. There were 24 students in total. In conducting the research, the researcher used the procedure of Classroom Action Research designed by Arikunto (2006:16). Classroom Action Research is different from any other research design. Classroom action research starts from problem encountered in the classroom. From the problem, the researcher plans the instructional strategy to solve the



problem. Furthermore, the researcher sets the success criteria as well. The success criteria will determine that either the treatment should be done in one cycle or must be revised and redone on another cycle. Below is the illustration of the cycles:



The speaking performance test will be measured through the following formula to disclose the score average.

$$\bar{x} = \frac{\sum x}{n}$$

Description:

$\bar{x}$  : Average score

$\sum x$  : Total students' score

$n$  : Number of students

## RESULT

### CYCLE 1

The researcher employed speaking responsive test to measure the students speaking performance. The researcher utilized structured interview to obtain the students' score. The researcher prepared five questions to be answered. The researcher interviewed the students along with the collaborator to provide validity. The researcher and the collaborator scored the students individually. Once the researcher and the collaborator tested the entire students, the score was summed and divided by two. Table 1 illustrated the result of the study.

**Table 1.** Result of Cycle I Students' Speaking Performance

<b>N (Number of Students)</b>	<b>24</b>
<b>Mean</b>	69.92
<b>Standard Deviation</b>	4
<b>Max Score</b>	78
<b>Min Score</b>	62

The table illustrated that the average score of the speaking performance test was 69.92. The standard deviation yielded 4. Meanwhile, the lowest and the highest score were 62 and 78 respectively.

The researcher made use of the field notes to comprise data for the students' active participation. There were two meetings in cycle I. In the first meeting, the students looked enthusiast. They have positive reaction on the usage of a board game in speaking class. It was due to the excited atmosphere, smiles, and feedback from the students once the researcher announced the plan. The situation did not develop while the researcher explained the material. However, it changed as soon as the game began. The students seemed to grasp the rule of the game easily. It was due to that the students were familiar with the game.

Once the game began, the students was thrilled. The students were active during the game. However, the researcher recognized that there were several students needed more time to speak. The students were still falter in speaking.



Furthermore, the students whose opponent was falter seemed not lenient to wait his/ her turn to play. This condition made the speaking activity poorer. The students who have a better ability in speaking could not wait his/her turn to play since the opponent could not speak fluently. They hurried the students who used a tremendous pause time.

On the other hand, there was several students who ignored the instruction on the board and happily playing the game. This group of students carelessly disregard the objective of playing the board game, which was to improve their speaking performance. Unfortunately, the opponent of this group had the similar agenda, which was disregard the objective of playing game. The researcher noticed as well that there were several students did not play the game. Instead of playing the board game, they were busy talking and checking their smartphone. However, when the researcher came and check the progress, they pretended to play the game or asked questions to the researcher.

In the second meeting, the researcher did not group the students as they were in the first meeting. However, the researcher found the similar situation. There was not a development from the first meeting. The researcher noticed that there were students who play the game seriously. However, there were students as well that were busy talking and checking their smartphone. in a group which consisted of more fluent and less fluent, the more fluent students hurried the less fluent students. In the group, which consisted of less fluent, the activity did not work. However, in a group consisted of all fluent students, the activity run well.

## **CYCLE 2**

The researcher revised several actions. First, instead of instructing the students to play individually, the researcher instructed the students to play in a group of three. The researcher had one board game to play for four groups. In a group, there were two students. They played as a teammate. As a result, the students should speak together and in turn for each tile, they stop. It meant that every person in the pair should follow the instruction in the board game. The researcher changed the board game as well, even though the researcher adopted the board game from the similar website, *eslcollective.com*.



The test for the students' speaking performance was done at the last meeting. The test was administered as it was in the cycle I. It was a speaking responsive test in a form of a structured interview to obtain the students' score. The researcher prepared five questions to be answered. The researcher interviewed the students along with the collaborator to provide validity. The researcher and the collaborator scored the students individually. Once the researcher and the collaborator tested the entire students, the score was summed and divided by two. The table 4 illustrated the result of the speaking performance test in cycle II.

**Table 2.** Result of the Cycle II Students' Speaking Performance

<b>N (Number of Students)</b>	<b>24</b>
<b>Mean</b>	76.50
<b>Standard Deviation</b>	2
<b>Max Score</b>	80
<b>Min Score</b>	73

The table illustrated that the average score of the speaking test was 76.50. standard deviation yielded 2. Furthermore, the highest and the lowest score were 80 and 73 respectively.

Initially, the students were familiar with the game. However, the students started to eager to play once they knew that the game was played in a pair. The researcher assigned the students randomly. The researcher noticed that the students adapted the new rule of the game. Once the game had started, the students played the game enthusiastically, even though the rule of the game relatively new. The students were active during the game. Every single student was occupied to play the game. The researcher did not notice the students who did not play the game. The researcher observed that the students were not talking to his/ her friends or checking their smartphone.

In the second meeting, the researcher noted several improvements as well. The students did not disregard the adversity of playing and spoke as instructed in the board game. The students played the game seriously. The researcher noted as



well that the students helped each other when speaking. The more fluent students did not hurry the less fluent students. The students solved the problem together. The researcher noticed as well that the students did not require a tremendous pause time to speak. Almost the entire students could speak once they got the turn. The activity run well even though there were some groups which consist of more fluent students. Finally, there was not even a single group that pretended to play the game.

However, in the last meeting of the treatment, the researcher noted that the students started to get bored with the activity. They were less motivated to do the game. It was seen that the students seemed uncertain to make group and sat around to play the game. Furthermore, the researcher noted that the students disregard the adversity of playing as they did previously, even though, there were several students still were eager to play the game. the researcher recognized that the students who were bored with the game were the students who were more fluent. There was one student even asked to change the activity. Fortunately, this was the last meeting of the treatment.

The researcher discovered that the average of the students' speaking performance yielded 76.50. The minimum mastery criterion is 75. As a result, the researcher concluded that the speaking test had passed the success criteria. Moreover, based on the field notes, the speaking class was joyful. The students had positive reaction toward the treatment. The researcher noted that the students did not need a longer pause time. The students were active during the class as well. Thus, the researcher concluded the study to an end and decided to wrapped up the cycle.

## **DISCUSSION**

The objective of the study was to solve the students' problem in speaking. Based on the findings, the researcher successfully solved the problem using Snake and Ladder Board game. the students' speaking performance improved once the researcher introduce the snake and ladder board game and had the students to play





the game in pair. The instructional strategy to improve the students speaking was that to play the board game and had to play in pair or group.

This finding was in line with Halimah's (2012) finding. The researcher found that the students' speaking performance improved on their fluency and accuracy. The students did not need a remarkable pause time. In the speaking test, when the researcher asked the students in the speaking test, the students could answer immediately. Halimah found that the students improved in their performance on fluency and accuracy. As a matter of fact, Halimah study involved work group as well. Thus, Halimah claimed that the speaking class was more active and the students enjoy the class.

Suryani and Rosa (2014) found that Snake and Ladder board game and group work provides several advantages. First, the students could share information and knowledge among them. Second, the students could develop their idea. This is in line with Brown (2007) theory. Brown stated that in group work, the students will interact with their peers to produce meaningful interaction among them and improve their skill in learning. Group work shifts the responsibility from the teacher to the students. Thus, the students could be more active to the learning process.

## **CONCLUSION**

The researcher concluded that the implementation of Snake and Ladder Board game using group work improved the students speaking ability. The findings revealed that when the teacher employed merely Snake and Ladder Board Game, the students did not pass the success criteria. Furthermore, the class atmosphere was not joyful. However, once the teacher employed Snake and Ladder Board using group work, the students speaking ability improved. Besides, the classroom atmosphere was joyful and positive.



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